



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Social Studies
Grade 5

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved on July 25, 2022



Springfield Public Schools Springfield, New Jersey

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Superintendent of Schools**

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Springfield Board of Education
PO Box 210
Springfield, New Jersey 07081

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
(973) 376-1025

Michelle Calas
School Business Administrator/
Board Secretary
(973) 376-1025

Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

To adopt the following curriculum and courses for the 2022-2023 school year:

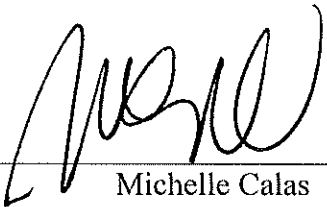
- Revised Elementary Curriculum due to revised state standards.
 - K-5 Social Studies
- Revised Middle School Curriculum due to revised state standards.
 - Grades 6-8 Social Studies
- Revised High School Curriculum due to revised state standards.
 - AP Macroeconomics
 - AP European History
 - AP US Government & Politics
 - AP US History
 - Contemporary Global Studies
 - Diversity Studies
 - Holocaust & Genocide
 - Sociology
 - US History to 1900
 - World History
 - World History Honors
 - 20th Century & Beyond
- Revised Middle School Courses due to new standards in Computer Science
 - PLTW Gateway: Computer Science for Innovators and Makers
 - PLTW Gateway: App Creators
- Revised High School Courses due to new standards in Computer Science
 - Introduction to Java
 - AP Computer Science Principles
 - Advanced Computer Science - Data Structures: Java
- New Elementary Courses
 - Kindergarten Computer Science
 - Grade 1 Computer Science
 - Grade 2 Computer Science
 - Anticipated - moving PLTW Launch down to Grade 3
 - PLTW Launch Grade 4
 - PLTW Launch Grade 5
- New Middle School Elective Course
 - Forensics

- New Elective Courses at FMG
 - Creative Writing
 - Drama/Theater/Playwriting
 - Journalism
 - Mock Trial
 - Model UN
 - Mysteries in History
 - Project Citizen
- New ELA Courses at FMG
 - Accelerated Communication Arts Grade 7
 - Accelerated Communication Arts Grade 8
- New Elective Courses at JDHS:
 - African American Studies

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit: Three Worlds Meet

Content Area: Social Studies **Grade Level:** 5 **Unit Title:** Three Worlds Meet

Unit Summary: Students will understand that Cultural differences and competition for land led to conflicts among different groups of people in the Americas.

Primary Interdisciplinary Connections:

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Through instruction in U.S. History students begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.

Learning Targets

Standards: **U.S. History: America in the World, Active Citizenship in the 21st Century; Reading; Math; Technology**

Content Statements: Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Key Ideas and Details & Integration of Knowledge and Ideas.

Analyze patterns and relationships.

Technology operations and Concepts & Design.

CPI#: **Cumulative Progress Indicator (CPI):**

6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
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6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.5.HistorySE.2.	Construct an argument for the significant and enduring role of historical Our understanding of the past deepens symbols, monuments, and holidays and how they affect the American identity.
6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
LA.5.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.5.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.5.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.5.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.5.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.5.RI.5.9	d reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.



8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Unit Essential Questions:

- Who were the First Americans?
- Why did Europeans begin to explore different areas of the world?

Unit Enduring Understandings:

- European and African cultures came to explore and settle America, which affected the Native American Culture
- Europeans were looking for trade; new routes to Asia and the Indies

Unit Learning Targets:

Students will....

- Identify the peoples of North America and the characteristics of regions where they lived
- Explain reasons for exploration and the technology that made ocean exploration possible
- Describe the aims, obstacles and accomplishments of early explorers
- Trace the routes of the explorers and identify the areas they claimed
- Analyze the effects of European colonization on Native Americans

Evidence of Learning

Summative Assessment: Topic/Unit tests –Multiple choice and cloze response
Document Based Question Essay Response - Iroquois
Unit Project –Compare/Contrast Native Americans vs. Explorers

Equipment Needed: Computers/iPads with Internet, notebooks, projection system

Teacher Resources: Our Country's History (Nystrom-interactive program), myWorld (Pearson), BrainPop, Discovery Education, Internet resources as noted in lessons

Formative Assessments:

- Map Activity Sheets (Nystrom)
- Work Text (Pearson)
- Notebook Entries and Reflections
- Experience Charts/Graphic Organizers
- Lesson Activities/Games/Project

Lesson Plans

Lesson	Time Frame
Lesson 1 First Americans	3 - 40 minute lessons



Lesson 2 The Iroquois - DBQ	5 - 40 minutes lessons
Lesson 3 Spanish Explorations	2 - 40 minute lessons
Teacher Notes: Prior to the unit, complete Atlas and Globe Skills to be used as baseline. Introduce the unit with Nystrom Lesson 9, unit opener video and unit pre test (3 Days). Use this unit to teach map study procedures, reading for information skills and Social Studies notebook expectations.	
Curriculum Development Resources/Technology Resources: Pearson myWorld, Nystrom - Our Country's History, Discovery Education, BrainPop, Internet resources as noted in each lesson <i>Click the links below to access additional resources used to design this unit:</i> https://www.brainpop.com/ http://www.pearsonschool.com/ http://www.discoveryeducation.com/	



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: First Americans Time Frame: 3 - 40 minute periods

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA & Technology

Integration of Technology:

<http://www.teachersdomain.org/resource/adlito8.ush.exp.land/>,
<http://www.teachersdomain.org/resource/echo07.sci.life.coast.navigation/>
http://www.pearsonschool.com/ss1/Grade5/g5a_unit1_lesson.html
http://www.pbs.org/conquistadors/cortes/cortes_boo.html#

Equipment Needed: Nystrom map cart and atlas

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify six Native American culture groups - Determine how Indians acquired food - Classify information about Native American culture groups	Lesson Sequence - Introduce the lesson with the following discussion questions: - Did you ever stop to think about the first Americans - the people who were here when Columbus and other explorers arrived in the Americas? - Who were these people? What were their lives like? - Divide the class into six groups - each group complete steps 1 -2 and check maps for accuracy; complete steps 3 - 7 on activity sheet	- Nystrom activity pages 10a - 10d - Culture Group Chart - Journal entry response to star question - Notebook and Journal Entry



- | | | |
|--|---|--|
| | <p>3. Determine how Indians acquired food - complete steps 8 - 10</p> <p>4. Classify information about Native American culture groups - in their groups complete the chart on 10d - check for information and accuracy</p> <p>5. Independent response to star question in their notebooks - regroup as a class to discuss responses</p> | |
|--|---|--|

Differentiation:

cooperative groups for Nystrom activities, reflection piece through experience chart, journal –lists w/drawing, words w/ explanations, questions and answers

Resources Provided:

- Our Country's History (Nystrom, U.S.-Making a New Nation Harcourt)
- Illustrations, Pictures, charts, maps, models
- Supplies-Timeline booklet, colored pencils, glue, scissors



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: New Routes and Early Exploration Time Frame: 5 hours/days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA & Technology

Integration of Technology: PowerPoint/Video tracing routes of the explorers; Mimio charts, tables in Word or Excel; Defined STEM Historian Shipwreck

Equipment Needed: Chart paper or Mimio, notebooks, Nystrom map cart and atlas

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain why Europeans looked for a new route to the Indies - Trace the routes of key explorers - Describe and compare the aims, obstacles, and accomplishments of early explorers	Lesson Sequence Daily: Vocab Do Now: concentration, matching, drawing, charades 1. Guiding Questions 2. Nystrom Lesson 11 (To the Indies) 3. Ch 3.2 Read and respond to information on exploration in a notebook. See Reading Check Questions - complete HPB pages. 4. Video showing explorers routes or map routes kinesthetically (large space needed) 5. Reflect: Table of Explorers-list the names of explorers, areas they explored, obstacles, accomplishments. Cooperative Groups then combine information on large chart 6. Journal: 1) Which Explorer would you like to travel with? Why? Write and respond. 2) What did	- Activity pages 11 a-d - Quia practice - HPB pg. 24, 30 (lesson 2) - Notebook and Journal Entry



these explorers bring to the
America's?

8. Vocab Quiz/Timeline. (15 min)

Differentiation: cooperative groups for Nystrom activities, leveled groups during reading, reflection piece through experience chart, journal –lists w/drawing, words w/ explanations, questions and answers, letter, essay, article with pictures.

Resources Provided:

- Our Country's History (Nystrom, U.S.-Making a New Nation Harcourt)
- Illustrations, pictures, charts, maps, models
- Supplies-timeline booklet, colored pencils, glue, scissors



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Spanish Explorers Time Frame: 2 - 40 minute periods

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA, Math, & Technology

Integration of Technology: PowerPoint/Video tracing routes of the explorers; charts, tables in Word or Excel

Equipment Needed: Chart paper, notebooks, Nystrom map cart and atlas

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe the aims, obstacles, and accomplishments of Spanish explorers - Trace the routes of Spanish explorers and identify their claims - Read for information	Lesson Sequence - Define lesson terms in notebook; grant, conquistador, reform, Reformation, Counter-Reformation, missionary - Using Reading Support and Intervention page 45, model how to read headings and subheadings. - Model how to read for information (skimming and scanning) - My World Chapter 2, lesson 1 and 2 read sections and use information to complete graphic organizer - Independent - answer Reading Check questions at the end of each heading in their notebook - Homework - Work Text	- HPB lesson 3.3 - Graphic Organizer - Notebook and Journal Entry

Differentiation:

cooperative groups for Nystrom activities, leveled groups during reading, reflection piece through experience chart, journal –lists w/drawing, words w/ explanations, questions and answers, letter, essay, article with pictures



Resources Provided:

- Our Country's History (Nystrom, U.S.-My World Age of Explanation)
- Illustrations, Pictures, charts, maps, models
- Supplies-Timeline booklet, colored pencils, glue, scissors

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	5	Unit Title:	Three Worlds Meet
Created:	Grade 5 Team		Board Approved on:		



Unit Colonization

Content Area: Social Studies **Grade Level:** 5 **Unit Title:** Colonization

Unit Summary: Cooperation and Conflict- Cultural differences and competition for land led to conflicts among different groups of people in the Americas. During the time of colonial settlements, the settlers faced many hardships and conflicts. Once these colonies became established, the settlers developed community governments and relationships with neighboring Native Americans.

Primary Interdisciplinary Connections: Literacy-Journaling, Cultural Connections, Math-Timelines

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Through instruction in U.S. History students begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.

Learning Targets

Standards: **U.S. History: America in the World, Active Citizenship in the 21st Century; Reading; Math; Technology**

Content Statements: The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.

Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.



Key Ideas and Details & Integration of Knowledge and Ideas.

Analyze patterns and relationships.

Technology operations and Concepts & Design.

CPI#:	Cumulative Progress Indicator (CPI):
6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
6.1.5.EconEM.1	Explain why individuals and businesses specialize and trade.
6.1.5.EconEM.2	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
6.1.5.EconEM.6	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.1.5.HistoryUP.3	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.



6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
LA.5.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.5.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.5.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.5.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.5.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.5.RI.5.9	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
5.OA.B.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models
8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Unit Essential Questions:

- Which Colonies became the United States?
- Who came to settle in the Colonies?
- How did cultures, geography and trade affect life in the colonies?

Unit Enduring Understandings:



- Jamestown, Plymouth and New Amsterdam grew into the New England, Middle and Southern Colonies that became the United States.
- Colonies were settled by the Spanish, English, French and Dutch people.
- Religion, beliefs and cultures affected the government and economy in the colonies.

Unit Learning Targets:

Students will....

- Locate English, Spanish, French and Dutch settlements to identify ways natural land features, natural resources contributed to forming specific characteristics of the three Colonial Regions.
- Describe how cooperation and conflict affected the development of government systems in the colonies and how each of the original thirteen colonies was formed.
- Formulate inquiry questions related to United States History through guided navigation of internet resources
- Interact with historical online resources and collections to gather information for the purpose of developing mental and visual connections to an era in time.
- Use inquiry as a tool to answer questions, provide solutions and discuss events that shape civilizations.

Evidence of Learning

Summative Assessment: Unit/Topic tests – Multiple choice and cloze response
 Document Based Question Essay Response - Colonies

Equipment Needed: Computers/iPads with Internet, notebooks, projection system

Teacher Resources: Our Country's History (Nystrom-interactive program), myWorld (Pearson), BrainPop, Discovery Education, Internet resources as noted in lessons

Formative Assessments:

- Map Study pages (Nystrom)
- Work Text pages (Pearson)
- Notebook/Journal Entries
- Experience Charts/Graphic Organizers
- Colonial Coins IDE/PBL Project: Research, Development, Outcome, Reflection



Lesson Plans

Lesson	Time Frame
Lesson 1 Mayflower Compact	2 40 min. periods
Lesson 2 Colonial Regions	2-3 40 min. periods
Lesson 3 Colonial Coins	8-10 40 min. periods

Teacher Notes:

Use experience charts and journaling to compare and contrast characteristics between each region and attributes of colonial life in each region.

Students need to complete Living and Working in Colonies lesson (to build background) before doing Colonial Coins.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.pearsonschool.com>

<https://www.brainpop.com/>

<https://nj.pbslearningmedia.org/resource/americanexperience27p-soc-compact/wgbh-americanexperience-the-pilgrims-mayflower-compact/#.Wxf1RNPwYoQ>

<https://www.ideportal.com/Resources/Print.asp?ID=1256>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Mayflower Compact Time Frame: 2 40 min. periods

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration **X** Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA, Math, & Technology

Integration of Technology:

<https://nj.pbslearningmedia.org/resource/americanexperience27p-soc-compact/wgbh-americanexperience-the-pilgrims-mayflower-compact/#.Wxf2jtPwYoQ>

<https://www.plimoth.org/learn/just-kids/homework-help/mayflower-and-mayflower-compact>

Equipment Needed: Laptops, iPads, projection system, chart paper

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify ways that language differed in historical eras - Deconstruct language of historical eras to determine meaning - Analyze meaning and purpose of early forms of American government - Create a compact that is meaningful to current problem and purpose	Lesson Sequence - Visit Plymouth Plantation Online: https://www.plimoth.org/learn/just-kids/homework-help/mayflower-and-mayflower-compact - View links and have students try to read the compact and note the differences in writing, language/terms, phrasing, sentence structure, etc. - Deconstruct the Compact to build meaning - guided groups - View: American Experience - The Mayflower Compact - Guided Discussion: (See discussion questions on https://view.officeapps.live.com/o/p/view.aspx?src=https://d43fweuh3sg51.cloudfront.net/media/media_files/All-In-One_Student_Handout_with_Vocab_List.doc) - Create classroom Compact - Homework: complete reading check questions	- Deconstructed compact notes - Notes in response to guided questions - Classroom Compact - Reading and Support Pages for Pearson



Differentiation:

Guided groupings, student peers, reading support pages and graphic organizers, charts and drawing/symbols

Resources Provided:

- Our Country's History (Nystrom, My World, Pearson)
- Illustrations, Pictures, charts, maps, models
- Supplies-handouts, worksheets

Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Living and Working in the Colonies Time Frame: 5-6 40 min periods

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA, Math, & Technology

Integration of Technology: Various teacher selected websites on American Colonization,

Equipment Needed: Laptops, iPads, projection system, chart paper

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Formulate inquiry questions related to United States History (13 Colonies) through guided navigation of internet resources ● Interact with historical online resources and collections to gather information for the purpose of developing mental and visual	Lesson Sequence 1. Inquiry Questions – Brainstorm topics to research on working or living in the 13 Colonies. Identify questions. 2. Plan and Research – Formulate a plan to use research skills. 3. Research to find answers to questions. Create a source used page to track answers to questions.	● List of inquiry questions ● Research ● Presentation ● Visualization ● Reading and Support Pages



connections to an era in time • Use inquiry as a tool to answer questions, provide solutions and discuss events that shape civilizations.	4. Presentation of findings: Students prepare a presentation to present information and conclusions to questions. 5. Take notes, draw pictures, create symbols to create a visualization of life in the 13 colonies. 6. Colonial Settlements DBQ	
Differentiation: peer grouping, guided research and note-taking guides, scaffolded reading guides, images and picture files to select.		
Resources Provided: • Our Country's History (Nystrom, U.S.-My World Pearson) • Illustrations, Pictures, charts, maps, models • Supplies-handouts, worksheets		

Lesson Plan 3 Template			
Content Area:	Social Studies	Lesson Title:	Colonial Coins
		Time Frame:	10-12 40 min. periods
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: ELA & Technology			
Integration of Technology: https://www.ideportal.com/Resources/Print.asp?ID=1256			
Equipment Needed: Laptops, iPads, projection, examples of quarters			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Evaluate how well the United States treasury represented U. S.	Lesson Sequence 1. Pass out examples of current state quarters from the U.S Treasury. Have students examine	• Comparison of coins to notes on colonial regions



colonial history on the redesigned quarter • Create new state designs for a future collectible coin • Research cultural heritage and political history of a region	the symbols, numbers, words, letters, etc. on the quarters. 2. Ask: Do you think the Treasury did a good job designing these coins? Do they really and truly represent the rich colonial history of the states? Could they have done better? 3. Compare: Students compare current coins to their notes on colonial regions to determine how to improve the coins to better represent each colony and/or region. Write a critique. 4. Re-Design: Create and/or suggest alternative designs that might better depict colonial times in the different regions.	• Critique • Design and/or suggestions for new coins.
Differentiation: guided groupings, student peers, reading support pages and graphic organizers, charts and drawing/symbols, discussion stems		
Resources Provided: • Our Country's History (Nystrom, U.S.-My World Pearson) • Illustrations, Pictures, charts, maps, models • Supplies-handouts, worksheets		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	5	Unit Title:	Colonization
Created:	Grade 5 Team		Board Approved on:		



Unit: A New Nation

Content Area: Social Studies **Grade Level:** 5 **Unit Title:** A New Nation

Unit Summary: Freedom was so important to the colonists that they were willing to suffer terrible hardships and years of war to win it. Students will learn about why and how the 13 colonies broke away from British rule and established their own country.

Primary Interdisciplinary Connections: Literacy-Journaling, Cultural Connections, Math-Timelines

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving **X** ICT Literacy

☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Through instruction in U.S. History students begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.

Learning Targets

Standards:	U.S. History: America in the World, Active Citizenship in the 21st Century; Reading; math; Technology
Content Statements:	The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture. Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
CPI#:	Cumulative Progress Indicator (CPI):
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working



	together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
6.1.5.CivicsPI.3	Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
6.1.5.CivicsPI.5	Explain how the government functions at the local, county, and state level.
6.1.5.CivicsPI.6	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.5.CivicsPI.7	Explain how national and state governments share power in the federal system of government
6.1.5.CivicsPI.8	Describe how the United States Constitution defines and limits the power of government.
6.1.5.CivicsPI.9	Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
6.1.5.CivicsHR.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
6.1.5.HistoryCC.13	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
6.1.5.HistoryCC.15	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).



6.1.5.HitorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
8.2.5.B.5	Explain the purpose of intellectual property law.
8.2.5.C.7	Work with peers to redesign an existing product for a different purpose
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process
LA.5.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text
LA.5.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text
LA.5.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.5.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.5.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.5.RI.5.9	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models
8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity



9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems. • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Unit Essential Questions:

- What were some of the benefits of declaring independence?
- What did freedom mean to the Colonists?
- How did our new country come to be?
- What are the basic ideas and beliefs that form the United States Government?

Unit Enduring Understandings:

- Colonists struggled to gain independence and freedom
- Many colonists contributed to the efforts of the American Revolution including women, slaves and volunteers
- Americans showed patriotism for their new country and began to expand on new opportunities for land
- The Constitution became the law of the land
- The leaders of the United States created the Constitution, which was a plan of government. Its principles and ideas affect the lives of people in this country

Unit Learning Targets:

Students will....

- Describe how alliances between Native American and colonists affected the French and Indian War
- Explain the new laws passed after the French and Indian War and identify why they caused conflicts in the colonies
- Explain the importance and significance of the Committees of Correspondence and the Second Continental Congress
- Explain why the colonists refused to accept the new laws passed by Parliament
- Understand the importance of the early battles of the Revolutionary War
- Understand and tell the importance of the events associated with the Declaration of Independence
- Describe the personal and economic effects of the war and the roles of women, African Americans and Native Americans during the war
- Identify the battles, campaigns and turning points of the Revolution and the roles of American and British leaders
- Describe how individual and other nations contributed to the war's outcome
- Evaluate how the Declaration of Independence changed views on slavery
- Understand the significance of new land policies and their impact on Native Americans
- Describe how the Constitution set up the government of the United States
- Explain the importance of the Great Compromise



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- Compare the powers and function of the three branches of government
- Describe the struggle to get the Constitution approved
- Explain the key rights guaranteed in the Bill of Rights
- Describe the development of the United States Government
- Learn how the authority of a democracy comes from its people
- Compare the powers granted to citizens, the federal government, and the states



Evidence of Learning

Summative Assessment: Film analysis, quizzes, research notes, research report, first person speech, skits

Equipment Needed: Computers with Internet, notebooks, projection system,

Teacher Resources: Our Country's History (Nystrom-interactive program), myWorld (Pearson), BrainPop, Edpuzzle, Internet resources as noted in lessons

Formative Assessments:

- Map Activity Sheets (Nystrom)
- Work and Text pages (Pearson)
- Notebook Entries and Reflections
- Experience Charts/Graphic Organizers
- Lesson Activities/Games/Projects

Lesson Plans

Lesson	Time Frame
Lesson 1 The Colonies Unite - 1776	4- 40 min periods
Lesson 2 Revolutionary War Hero	10 -40 minute periods
Lesson 3 Constitutional Task	5 - 40 minute periods

Teacher Notes:

L1 - Build background with George vs. George; Close read of Boston Massacre; L2 - Voki free edition is limited; L3 determine groups for skits based on student needs

Curriculum Development Resources/Technology Resources:

My World Pearson, Nystrom- Our Country's History, Edpuzzle, BrainPop, "1776" video - Internet resources as noted in each lesson



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: 1776 Time Frame: 4 - 40 minute periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA & Technology

Integration of Technology:

Projector
 “1776” Video

Equipment Needed: Notebooks, George Vs. George by Rosalyn Schanzer Venn diagrams and responses, video, viewing prompts

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify laws that caused conflicts in the colonies and explain the refusal of these laws by the colonists - Explain the significance of the Second Continental Congress - Describe the importance of the Declaration of Independence and its key political concepts. - Understand the people and events associated with the Declaration of Independence.	Lesson Sequence: - Review Background: George vs. George Venn Diagram and Notes - Review laws/acts that led to conflicts in the colonies - View Part 1-2 of 1776 - Discussion points: What was the issue in congress; Qualities of John Adams and Ben Franklin; Why independence and a unanimous vote?; Who wrote the Declaration and Why? - View Part 3 of 1776 - Discussion points: Colonial Life during early revolution; State of George Washington’s troops. - View part 4 of 1776	- Written responses 1776 Film Analysis - Quiz



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| | <p>8. Discussion points: Length of time it took to “fix” Declaration; Issue of Slavery</p> <p>9. View Part 5 of 1776</p> <p>10. Discussion points: Fixing Slavery in the Declaration; Importance of James Wilson; No Celebration and consequences of signing.</p> | |
|--|---|--|

Differentiation:
leveled groups discussion, debate

- Resources Provided:**
- myWorld (Pearson)
 - George vs. George
 - 1776 - Video and written responses



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Revolutionary War Time Frame: 40 min / 10 days
 Hero

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: ELA & Technology

Integration of Technology: www.eharcourtschool.com, www.brainpop.com www.edpuzzle.com, Liberty's Kids videos (You Tube), www.newsela.com, Projector, Document camera; Easy Bib

Equipment Needed: Biographies, iPads, laptops, Voki, iMovie, GarageBand

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify men, women, African Americans, Native Americans during the Revolutionary War - Conduct research - Gather sources to create biography - Write an informal speech about a historical figure	Lesson Sequence - Set up note cards and notebook pages for researching information - View BrainPop on plagiarism; discuss and do activity - Discuss what citing sources is compared to a bibliography. - Introduce EasyBib - Mini Lesson on how to use it. - Using first source (book) use EasyBib to write citation - copy in notebook bibliography page - Begin research with book - Continue research with at least two other sources - Type Essay	- Research notes - Cite a source correctly - Third person research report - First person speech



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| | <ol style="list-style-type: none">9. Mini-lesson - adding image to document10. Peer Conferences - students meet with a peer to check and revise before editing the final typed draft to print.11. Print final draft12. Speech writing - Review one minute informal speech/younger audiences, may be less formal than the written biography13. Present speeches | |
|--|--|--|

Differentiation:

Individual support, paired peer support, essay with pictures, modified length of speech

Resources Provided:

- Our Country's History (myWorld Pearson)
- Biographies
- Laptops



Lesson Plan 3 Template			
Content Area:	Social Studies	Lesson Title:	Constitutional Task
		Time Frame:	5 - 40 minute periods
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: ELA, Math, & Technology			
Integration of Technology: -Constitutional Convention: Shhh! We are Writing the Constitution http://www.schooltube.com/video/9284b435a56906f0172c/Shh-Were-Writing-the-Constitution -Brian pop: Bill of Rights -SHHH! We are Writing the Constitution WEBQUEST -SchoolHouse Rock - Preamble			
Equipment Needed: Constitution game, video or Internet site for Shhh! We are Writing the Constitution; projection, laptops			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe how the Constitution set up the government of the United States - Describe the struggle to get the Constitution approved - Explain the key rights guaranteed in the Bill of Rights	Lesson Sequence - Introduction: Constitution Task (game): Pass out envelopes to groups. Students read directions and complete the game. - Discussion: Difficulties were the same that the framers of the constitution faced - no rules, no guidelines, no examples to follow when creating a new government. - Review/Discuss. Video: Shhh! We're writing the Constitution.	- BrainPop quiz - Skits



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| | <ol style="list-style-type: none">4. Complete handout5. Preamble Scramble Puzzle,6. School House Rocks Video7. BrainPop - Bill of Rights video8. Bill of Rights skit - assign each group one amendment to create a 20 second skit.9. Present skits | |
|--|---|--|

Differentiation: Leveled groups during reading and skits

Resources Provided:

- Our Country's History (myWorld Pearson)
- Biographies
- Laptops



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 5	Unit Title: American Revolution
Created: Grade 5 Team	Board Approved on:	



Unit Growing Nation

Content Area: Social Studies **Grade Level:** 5 **Unit Title:** A Growing Nation

Unit Summary: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

Primary Interdisciplinary Connections:

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy

☒ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Through instruction in U.S. History students begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.

Learning Targets

Standards: **U.S. History: America in the World, Active Citizenship in the 21st Century; Reading; Math; Technology**

Content Statements:

Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Key Ideas and Details & Integration of Knowledge and Ideas.

Analyze patterns and relationships.

Technology operations and Concepts & Design.



CPI#:	Cumulative Progress Indicator (CPI):
6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.
6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
6.1.5.GeoHE.3	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution



	and movement of people, goods, and ideas.
LA.5.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.5.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.5.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.5.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.5.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.5.RI.5.9	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems. •
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Unit Essential Questions:

- How did growth change the United States?
- How did the growth of the United States affect Native Americans and Pioneers?
- How did inventions change life in the United States?

Unit Enduring Understandings:

- The Louisiana Purchase, The Corps of Discovery, War of 1812, Monroe Doctrine, and Manifest Destiny changed and extended the United States.
- Texas Annexation, Oregon Trail, Mexican-American War, and the Gold Rush are events that further extended the territories of the United States.
- Native American Reservations, Trail of Tears, Ghost Towns, Transcontinental Railroad, Erie Canal are a result of the growth in the United States in the early 1800's.



- New inventions led to the Industrial Revolution.

Unit Learning Targets:

Students will....

- Trace the route traveled by Lewis and Clark and Identify natural features that the expedition encountered
- Describe how early pioneers met the challenges of frontier life.
- Explain why President Jefferson agreed to buy Louisiana.
- Describe the events of the War of 1812
- Explain the Indian Removal Act and the Trail of Tears
- Explain how Texas became a state
- Describe how pioneers traveled west on the Oregon and Mormon Trails
- Tell how the United States gained lands after the Mexican-American War
- Describe the California gold rush
- Identify inventions of the Industrial Revolution and describe how inventions began a shift toward modern society

Evidence of Learning

Summative Assessment: Topic/Unit tests –Multiple choice and cloze response; Document Based Question Essay Response; Unit Project

Equipment Needed: Notebook, Unit test, Timeline booklet

Teacher Resources: myWorld (Pearson), The United States: Making a New Nation (Harcourt Textbook), BrainPop, Edpuzzle, Internet resources as noted in lessons

Formative Assessments:

- Map Activity Sheets (Nystrom)
- Work Text Pages (Pearson)
- Notebook/Journal Entries
- Charts/Graphic Organizers

Lesson Plans

Lesson	Time Frame
Lesson 1: Lewis and Clark	5- 40 min periods
Lesson 2: War of 1812	3- 40 min periods
Lesson 3: Manifest Destiny	5- 40 min periods

Teacher Notes: Use Nystrom Map activities to reinforce the idea of expansionism through comparison of maps from 1800, 1825, 1850.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:



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<http://player.discoveryeducation.com/index.cfm?guidAssetId=5FCFD736-9312-44CE-B5BA-D7139F84B92A&blnFromSearch=1&productcode=US#>

http://teacher.scholastic.com/activities/lewis_clark/jefferson.htm

http://teacher.scholastic.com/activities/lewis_clark/purchase.htm

<http://teacher.scholastic.com/products/instructor/lewisandclark.htm>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Lewis & Clark Time Frame: 5 -40 min. periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA, Math, & Technology

Integration of Technology: Viewing media, Cyber Search

Equipment Needed: Chart paper, notebooks, Nystrom map cart and atlas

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Trace the route traveled by Lewis and Clark - Identify natural features that the expedition encountered - Describe how early pioneers met the challenges of frontier life	Lesson Sequence - Show Nat'l Geo: <i>Lewis and Clark: Great Journey West</i> and/or Discovery Clip: http://player.discoveryeducation.com/index.cfm?guidAssetId=5FCFD736-9312-44CE-B5BA-D7139F84B92A&blnFromSearch=1&productcode=US# - Nystrom Lesson 34 – Lewis and Clark (2 days): Have students complete activity pages 34 a-d in small groups. Review to check for understanding. - Facts about Lewis and Clark (2 Days): Read articles (articles are divided between two groups, each group is given a separate article)	- Reading Support Pages RSI - 141 - Nystrom Lesson 34 - Short Answer Essay Response - Quiz



http://teacher.scholastic.com/activities/lewis_clark/jefferson.htm
http://teacher.scholastic.com/activities/lewis_clark/purchase.htm

4. Retelling/Gathering: retelling of information learned from articles (4-8 small groups) then create a class graphic organizers (Background, President Thomas Jefferson, and the Louisiana Purchase) to teach about what they learned.- gallery walk. All students copy information into a notebook from the three organizers.
5. Discussion: Ask students about what kinds of events prompted the journey, challenges faced by the Corps of Discovery, and leadership skills needed by Lewis and Clark.
6. Cyberhunt: Students work in pairs to complete the following:
<http://teacher.scholastic.com/products/instructor/lewisandclark.htm>
7. Prompts discussions to synthesize information.
 - 7.1. Why was it important to pick the right people to go on the journey with Lewis and Clark?
 - 7.2. What were some of the events and people who came



	together to make the Lewis and Clark journey happen? Why was it important that all these events happened? 7.3. How is the American landscape different today than it was in the early 1800s? 7.4. What are some of the changes in the lives of Native Americans? Do you think Lewis and Clark could have imagined some of these changes? Why? 7.5. What are some of the differences between traveling 200 years ago and today? What would be a comparable journey today and how would you prepare for it? 7.6. In 1806, Lewis and Clark came back to the United States to very little fanfare. Why do we celebrate their accomplishments today? 7.7. How are people still exploring today? 7.8. How would you feel if you were put	
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in Lewis and
Clark's shoes?

Differentiation:

cooperative groups for Nystrom activities, leveled groups during reading, reflection piece through experience chart, journal –lists w/drawing, words w/ explanations, questions and answers, letter, essay, article with pictures

Resources Provided:

- Our Country's History (Nystrom, U.S. - Making a New Nation Harcourt)
- Illustrations, Pictures, charts, maps, models
- Supplies - Timeline booklet, colored pencils, glue, scissors
- National Geographic: Lewis and Clark - The Great Journey West



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: War of 1812 Time Frame: 3 - 40 min periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA & Technology

Integration of Technology:

https://amhistory.si.edu/starspangledbanner/pdf/SSB_Collect_Stars.pdf

Equipment Needed: Chart paper or projection system, notebooks, Nystrom map cart and atlas

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe the events of the War of 1812 - Obtain historical data from a variety of sources - Understand and analyze national symbols through which American values and principles are expressed	Lesson Sequence - Show Video on the war of 1812-http://player.discoveryeducation.com/index.cfm?guidAssetId=43636E9D-33C5-4D00-9750-7018173858DA&blnFromSearch=1&productcode=US - Collect Stars which is a quiz-style activity available at the bottom of selected pages within the Star-Spangled Banner Website. The first question appears on http://www.americanhistory.si.edu/starspangledbanner/the-war-of1812.aspx	- Reading Support Pages (RSI) 145 - Video Quiz - Quiz



3. Have students browse the Website
<http://www.americanhistory.si.edu/starspangledbanner> briefly and pick an object, image, or document that they think is important to the story of the Star-Spangled Banner.
4. Ask students to write and/or present a one-paragraph explanation of why that object is important along with an image of the object.
5. Print an image from the Web site, right click on the image and select “save picture as” to save the image to the computer. The image can then be placed in a text document for printing or can be viewed on-screen. Students should plan to spend 20 minutes on the Web site and 10 minutes preparing their explanations.
6. Plan to spend 2 minutes per student in class if the students will be giving their presentations orally.
7. After entering correct answers on all 14 questions, you will see a “Get your certificate” link. This link will generate a personalized certificate.
8. Homework: complete reading check questions
9. Quiz- War of 1812



Differentiation:

cooperative groups for Nystrom activities, leveled groups during reading, reflection piece through experience chart, Journal - lists w/drawing, words w/explanations, questions and answers, letter, essay, article with pictures.

Resources Provided:

- Our Country's History (Nystrom, U.S. - Making a New Nation Harcourt)
- Illustrations, pictures, charts, maps, models
- Supplies -timeline booklet, colored pencils, glue, scissors



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Manifest Destiny Time Frame: 10-12, 40 minute periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA & Math

Integration of Technology: <http://oregontrail101.com/sites.html>; Horrible Histories – Wild West Video;
<http://player.discoveryeducation.com/index.cfm?guidAssetId=245A3CA8-B826-4788-8124-7D730315DF6E&blnFromSearch=1&productcode=US>;

Equipment Needed: Chart paper, projections system, notebooks, Nystrom map cart and atlas

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe how pioneers traveled west on the Oregon and Mormon Trails - Identify Hardships faced by the pioneers - Understand the philosophy of Manifest Destiny	Lesson Sequence - Interactive Map– Westward Expansion: Show map, have students use Mimio to visualize how the United States acquired each area/region of land. - Show BrainPop-Westward Expansion- students complete activity page. - Student journal to prompt- Your family found a huge treasure chest on their recent vacation. Everyone	- Reading Support Pages (RSI) 148 - Student Journal - Write Back Journal - Pack a Wagon - Quiz



- knows it is full of gold coins and jewels. Why should the family keep it for themselves? What should they do with it?
4. Connected Literature: Across the Wide and Lonesome Prairie. Students read in groups and respond to experiences of the pioneers through a write back journal.
 5. Pack a Wagon Activity: Select items to pack a prairie schooner to survive a trip to the Oregon Territory.
 6. Homework: complete reading check questions

Differentiation:

cooperative groups for Nystrom activities, leveled groups during reading, reflection piece through experience chart, journal - lists w/drawings, words w/explanations, questions and answers, letter, essay, article with pictures

Resources Provided:

- Our Country's History (Nystrom, U.S. - Making a New Nations Harcourt)
- Illustrations, pictures, charts, maps, models
- Supplies - timeline booklet, colored pencils, glue, scissors



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 5th Grade	Unit Title: A Growing Nation
Created: 5th Grade Team	Board Approved on:	



Unit Innovation, Change, Citizenship

Content Area: Social Studies **Grade Level:** 5 **Unit Title:** Innovation, Change and Citizenship

Unit Summary: Cooperation and Conflict-Cultural differences and competition for land led to conflicts among different groups of people in the Americas. During the time of colonial settlements, the settlers faced many hardships and conflicts. Once these colonies became established, the settlers developed community governments and relationships with neighboring Native Americans.

Primary Interdisciplinary Connections: ELA, Technology

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Through instruction in U.S. History students begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.

Learning Targets

Standards: **U.S. History: America in the World, Active Citizenship in the 21st Century; Reading; Math; Technology**

Content Statements: The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.

Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.



Key Ideas and Details & Integration of Knowledge and Ideas.

Analyze patterns and relationships.

Technology operations and Concepts & Design.

CPI#:	Cumulative Progress Indicator (CPI):
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
6.1.5.CivicsPI.3	Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
6.3.5.CivicsPD.1	Develop an action plan that addresses issues related to climate change and share with school and/or community members.
6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
6.3.5.CivicsPD.3	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
6.1.5.CivicsCM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
6.3.5.GeoHE.1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.



6.1.5.GeoHE.3	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
6.1.5.EconET.2	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.5.EconEM.1	Explain why individuals and businesses specialize and trade.
6.1.5.EconEM.2	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
6.1.5.EconEM.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.5.EconNM.1	Explain the ways in which the government pays for the goods and services it provides.
6.1.5.EconNM.3	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.5.EconNM.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.5.EconNM.5	Explain how the availability of private and public goods and services is influenced by the government and the global economy.
6.1.5.EconNM.6	Examine the qualities of entrepreneurs in a capitalistic society.
6.1.5.EconNM.7	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.5.EconGE.1	Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.5.EconGE.2	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
6.1.5.EconGE.3	Use economic data to explain how trade leads to increasing economic interdependence among nations.
6.1.5.EconGE.4	Compare and contrast how the availability of resources affects people across the world differently.
LA.5.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.5.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.5.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.



LA.5.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.5.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.5.RI.5.9	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models
8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Unit Essential Questions:

- What caused the Civil War and how did the Union win?
- How did the Civil War affect the people of the United States?
- How did the United States change because of the Civil War?

Unit Enduring Understandings:

- The Northern and Southern regions of the United States differed in many ways
- The connection between States Rights and Slavery lead to the secession of the south from the union of the United States
- The destructive and reformative effects of the Civil War
- New amendments to the Constitution allowed for changes in government and economy

Unit Learning Targets:

Students will....

- Analyze sectional differences and events leading to the Civil War
- Describe legislative acts that dealt with slavery



- Analyze how the Dred Scott Decision affected the United States
- Explain the aim and operation of the Underground Railroad
- Identify important abolitionist and describe their work
- Analyze election of 1860
- Identify reasons that some Southern states left the Union
- Analyze early battles of the Civil War
- Discuss the Emancipation Proclamation and describe its effects
- Identify major battles of the Civil War and their results
- Analyze the Gettysburg Address and its impact on the Civil War
- Describe the surrender at Appomattox Court House

Evidence of Learning

Summative Assessment:	Topic/Unit tests –Multiple choice and cloze response; Document Based Question Essay Response; Unit Project
Equipment Needed:	Computers/iPads with Internet, notebooks, projection system
Teacher Resources:	Our Country’s History (Nystrom-interactive program), The United States: Making a New Nation (Harcourt Textbook), BrainPop, Discovery Education, Internet resources as noted in lessons
Formative Assessments:	Map Activity Sheets (Nystrom); Homework and Practice Book Pages (Harcourt); Notebook/ Journal Entries; Experience Charts/Graphic Organizers; Project: research, reflection and development

Lesson Plans

Lesson	Time Frame
Lesson 1: Sectional Differences	2-3 40 min periods
Lesson 2: Perspectives of the Civil War	10-12 40 minute periods
Lesson 3: Reconstruction - Success or Failure?	5-6 40 minute periods
Teacher Notes: Additional activities in the unit include creation of Civil War games and postage from the Past PBL (IDE Activity).	
Curriculum Development Resources/Technology Resources: ● Harcourt Social Studies Text ● Nystrom – Our Country’s History ● Discovery Education ● BrainPop ● Internet resources as noted in each lesson	



Lesson Plan 1- Template

Content Area: Social Studies **Lesson Title:** Sectional Differences **Time Frame:** 2-3 periods (40 min.)

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA, Math, & Technology

Integration of Technology: web resources - timeliner

Equipment Needed: Chart paper, projection system, laptops, notebooks

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze sectional difference and events leading to the Civil War - Describe legislative acts that dealt with slavery	Lesson Sequence: - Sectional Conflicts: North or South, after reading background pages, students decide on scenarios or descriptions that are North or South. Discuss how the north and the south differed in many ways. - Using student background pages and Internet, complete event information. Assign events to pairs of students to gather information. - When all events completed, arrange events into a timeline on	- Unit Quest - Unit quiz



http://www.readwritethink.org/files/resources/interactives/timeline_2/

Homework: complete reading
check questions

Differentiation:

cooperative groups for timeline research, pairs for timelines, specifically assigned events based on the level of complexity

Resources Provided:

- Our Country's History Nystrom
- U.S. - Making a New Nation Harcourt
- Illustrations, Pictures, charts maps, models
- http://www.readwritethink.org/files/resources/interactives/timeline_2/



Lesson Plan 2

Content Area: Social Studies **Lesson Title:** Perspectives of the Civil War **Time Frame:** 10-12 periods (40 min)

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA & Technology

Integration of Technology:

<https://amhistory.si.edu/militaryhistory/resources/BullRun/UnitOverview.pdf>

Equipment Needed: Chart paper, projection system, laptops, notebooks, nystrom map cart and atlas

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze early battles of the Civil War and various perspectives of - Identify major battles of the Civil War and their results	- Early Battles: Bull Run - Students track and note characters in story - Discuss characters and viewpoints of early battles - Literary Portraits: - Look at collection of portraits of children during the Civil War - Analysis of events during the time - Write Literary portrait for picture - Map Study - Battles of the Civil War: Nystrom 43 Homework: complete reading check questions	- Reading Support Pages - Nystrom Lesson - Quiz



Differentiation:

cooperative groups, terms w/explanations, questions and answers, outline or essay response.

Resources Provided:

- Our Country's History Nystrom
- U.S. - Making a New Nation Harcourt
- Illustrations, Pictures, charts maps, models
- <https://amhistory.si.edu/militaryhistory/resources/BullRun/UnitOverview.pdf>



Lesson Plan 3

Content Area: Social Studies	Lesson Title: Reconstruction Success or Failure?	Time Frame: 4-5 Class Periods
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Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA & Technology

Integration of Technology: Web resources:
<https://www.facinghistory.org/reconstruction-era/lessons>

Equipment Needed: chart paper, notebooks, nystrom map cart and atlas, classroom technology

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze plans for the Reconstruction of the United States - Analyze the reactions of both Southerners and Northerners to Reconstruction efforts	- Develop Background: Brainpop video - Reconstruction - Comparison analysis of John's Plan and Congress's Plan - Facing History Video Lessons: The World the War Made; Interracial Democracy; The Legacies of Reconstruction - Socratic Discussion: Problems facing rebuilding a nation. - Create your plan for reconstruction - Write a letter to the President.	- Harcourt Graphic Organizer - Reconstruction Letter of Advice (Reflective Rubric) - Plan for Reconstruction (Reflective Rubric)



5. Chart 13th, 14th and
15th Amendments

Homework: complete reading
check questions

Differentiation:

choice of product, level of inquiry questions, level of responses in discussion, reading support and scaffolding

Resources Provided:

- Our Country's History (Nystrom, U.S. - Making a New Nation (Harcourt))
- Illustrations, pictures, charts, maps, models
- Internet resources: <https://www.facinghistory.org/reconstruction-era/lessons>



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	5	Unit Title:	The Civil War
Created:	Grade 5 Team	Board Approved on:			



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

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GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide

and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students

enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- *Cognitive Abilities Test (CogAT)*
- *Classroom Performance/Student Portfolios*
- *DRA2 Level*
- *iReady Diagnostic Scores*
- *Gifted Indicators Checklist*
- *Start Strong/NJSLA Assessment Data*

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Team meetings present the opportunity to review data and assess the educational needs of all students. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Gifted and talented student: The “[*Strengthening Gifted and Talented Education Act*](#)” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be

referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student’s grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student’s general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders

- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.